

CORNELL UNIVERSITY

OFFICIAL PUBLICATION

JULY 29, 1954

Cornell University-New York Hospital
School of Nursing



ANNOUNCEMENT FOR
1954-55 SESSIONS

Term Dates 1954-55

Sept. 27, 1954 — Dec. 19, 1954

Dec. 20, 1954 — March 13, 1955

March 14, 1955 — June 5, 1955

June 6, 1955 — Sept. 25, 1955

Sept. 26, 1955 — Dec. 18, 1955

LOCATION OF THE SCHOOL OF NURSING

The School of Nursing is located on the extreme east side of New York. It is part of The New York Hospital-Cornell Medical Center, which extends from 68th Street to 71st Street and from York Avenue to the East River.

The Dean's office is in the Nurses Residence at the corner of York Avenue and 70th Street.

The 65th Street crosstown bus, M-7, east-bound, runs to York Avenue and 70th Street.

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ITHACA, NEW YORK

Cornell University-New York Hospital

School of Nursing

1954-1955

1320 YORK AVENUE, NEW YORK 21, N. Y.

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Picture Credits:

Percy W. Brooks, Anthony Lanza, Paul Parker

Calendar

1954

Sept. 23 <i>Thursday</i>	Commencement
Sept. 25 <i>Saturday</i>	Registration of Freshmen students
Oct. 12 <i>Tuesday</i>	Holiday: Columbus Day
Nov. 25 <i>Thursday</i>	Holiday: Thanksgiving Day
Dec. 24 <i>Friday</i>	Christmas recess for Freshmen students begins
Dec. 25 <i>Saturday</i>	Holiday: Christmas Day

1955

Jan. 1 <i>Saturday</i>	Holiday: New Year's Day
Jan. 2 <i>Sunday</i>	Last Day of Christmas recess for Freshmen
Feb. 12 <i>Saturday</i>	Holiday: Lincoln's Birthday
Feb. 22 <i>Tuesday</i>	Holiday: Washington's Birthday
May 30 <i>Monday</i>	Holiday: Memorial Day
July 4 <i>Monday</i>	Holiday: Independence Day
Sept. 5 <i>Monday</i>	Holiday: Labor Day
Oct. 12 <i>Wednesday</i>	Holiday: Columbus Day
Nov. 24 <i>Thursday</i>	Holiday: Thanksgiving Day
Dec. 24 <i>Saturday</i>	Christmas recess for Freshmen students begins
Dec. 26 <i>Monday</i>	Holiday: Christmas Day

1956

Jan. 2 <i>Monday</i>	Holiday: New Year's Day
Jan. 3 <i>Tuesday</i>	Last Day of Christmas recess for Freshmen
Feb. 13 <i>Monday</i>	Holiday: Lincoln's Birthday
Feb. 22 <i>Wednesday</i>	Holiday: Washington's Birthday
May 30 <i>Wednesday</i>	Holiday: Memorial Day
July 4 <i>Wednesday</i>	Holiday: Independence Day

Career Opportunities in Nursing

Professional Nursing is continually growing and expanding in its efforts to bring better service to more people. The broadening concept of health care with its emphasis on the maintenance of health, the prevention of illness and the rehabilitation of the handicapped, has brought with it, not only the need for more nurses but for better qualified practitioners. More and more nursing service is reaching people outside the walls of the hospital — in homes, factories, schools, offices, clinics — and the recipients of these services include people in all stages of health and in all age groups.

The scope of activity of the modern nurse also increases as the boundaries of knowledge are pushed back in the field of health. To qualify for professional practice today requires a great deal more than a knowledge of techniques, for the nurse is constantly called upon to exercise judgement based on expert knowledge and understanding, to identify nursing problems and to decide upon courses of nursing action. Her education must provide her with a solid foundation not only in the social and biological sciences, but also in the humanities.

Physical and mental illness is often caused by conditions in the home, on the job or in the community. Therefore, personal relationships, the role of the family, understanding of the growth and development of children and community organization for meeting health needs, are some of the things which must be included in her preparation.

The nurse needs to be a teacher as well as a practitioner of nursing and her instructions encompass not only her patients and their families, but non-professional co-workers, such as the practical nurse and nurses' aid. To the extent that she can give leadership in this kind of team relationship, nursing care is substantially increased in both quantity and quality.

Those young women who are interested in preparing to teach in schools of nursing or to become administrators, — two fields in which the positions are varied and interesting — will find that they are able to do so with little difficulty or loss of time, if the preparation which they have had in their basic professional program has been broad and sound.

The Aim and Philosophy of the School

It is the aim of the School to help prepare qualified practitioners of nursing for beginning positions in hospitals, public health agencies, and her instructions encompass not only her patients and their needed, and to help the student understand her future role in a profession which accepts an ever-increasing responsibility to society.

It is recognized that the development of the student into a well-integrated and responsible individual is necessary for the realization of this aim, and it is the belief of the School that preparation of this nature can best be accomplished when the student has the opportunity to develop a general and educational maturity which will enable her to function with the widest possible perspective. With a focus thus broadened she is potentially a more versatile, adaptable and understanding practitioner.

Accreditation

The School is accredited by the Accrediting Service of the National League for Nursing as one of a small number of collegiate schools which prepares students for professional practice in public health nursing as well as for practice in hospitals and in other fields of nursing. The School is a member of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing and meets the requirements of the New York State Department of Education.

State Registration for Graduates

Graduates who are citizens are eligible for admission to the examination for licensure administered by the Regents of the State of New York and are expected to take the first examination given after completion of the nursing course. Satisfactory completion of this examination classifies the graduate of the School as a Registered Nurse (R.N.) in the State of New York. Having become registered in New York State, it is possible to apply for registration without examination in other

states. In New York State, if citizenship is not completed within seven years from the declaration of intention, state licensure is revoked.

The New York State Nurse Practice Act states that a nurse must be licensed by examination in the state in which she was graduated. For this reason, graduates of this School are urged to take State Board examinations in New York State rather than in another state as they may wish to practice in New York State at a future date.

History

One of the first such schools to be founded in the United States, this School of Nursing celebrated its seventy-fifth anniversary in 1952. As early as 1799, Dr. Valentine Seaman, a scholar and prominent physician, organized at The New York Hospital a series of lectures for nurses combined with a course of practical instruction in the wards. Although the theoretical content was meager and the practical instruction not systematically planned, these classes focussed attention on the fact that women who had some preparation for their work gave better care to patients than those without instruction. Each year the program was amplified and in 1877 a formal training school for nurses was established "to consist of one teacher and 24 pupils."

GROWTH OF THE NEW YORK HOSPITAL

The New York Hospital, the second oldest hospital in America, has been throughout its 183-year history, a voluntary, non-profit, general hospital, maintained by contributions and endowments. Granted a Royal Charter in 1771, during the reign of George III, the Hospital's first patients were American soldiers wounded in the Revolutionary War. Starting its service to the nation by thus serving in the conflict to establish the Republic, the Hospital has made outstanding contributions in every war of our country's history.

From those first Colonial years, The New York Hospital has pioneered in the field of medicine and of community service. Among the Hospital's earliest progressive steps was its recognition of the fact that the mentally ill were sick persons needing medical care, rather than outcasts fit only for prison or the almshouse. The Hospital introduced vaccination for small pox for the first time in America, and also the use of the temperature chart — now standard practice in all hospitals. Carrying on in this tradition, the Hospital has taken leadership

in many important new programs including studies in psychosomatic medicine and the establishment of an ambulatory transfusion clinic for the treatment of serious blood conditions.

In a four-fold program of community service, The New York Hospital has provided *care of the sick* — regardless of ability to pay; *teaching* — providing clinical instruction for medical students as early as 1791, lectures and practical instruction for nurses starting in 1799; *research* and *preventive medicine*.

As a result of these services, as well as the growth of the city and the increasing scope of knowledge related to health, expansion and relocation have been necessary; from its original site on Broadway and Pearl Streets, the Hospital moved up to West 16th Street in 1877 and then in 1932, having entered into formal affiliation with Cornell University, moved uptown to the present site to occupy, with the Medical College the present group of buildings known as The New York Hospital-Cornell Medical Center.

SCHOOL BECOMES PART OF CORNELL UNIVERSITY

The health needs of the community have always been the driving force behind the program and organization of the School of Nursing which has grown and expanded to keep pace with those needs. The first course was eighteen months long, and after thirteen years this was increased to twenty-four months, and in 1896 to three years. Thus, it was in keeping with this tradition of progress that in 1942, on the 65th anniversary of its founding, the School of Nursing became a part of Cornell University, making available the resources of the two great institutions, each with a long history and notable record of achievement in the fields of education and public service.

Cornell University received its first endowment from the Federal Government's Educational Land Grant in 1862. The appropriation under the Morrill Act was to endow a college "where the leading object shall be . . . to teach such branches of learning as are related to agriculture and the mechanical arts." This was the beginning of a remarkable system of higher education. However, it received its greatest impetus through the vision and generosity of Ezra Cornell, who, under the influence of Andrew D. White, his colleague and later the first president, determined the form of the new University. In 1864, an agreement was reached with the legislature of New York State which resulted in the founding of "a University of a new type . . . an institution where any person can find instruction in any study." This combination of federal, state and private interests and resources is unique.

It gives strength to the organization, broadens the aims and the policies of the University, and extends the influence of its educational ideals.

One field of service after another has found preparation for its workers within this great University. In June, 1927, an association between the Cornell University Medical College and The New York Hospital was completed, cementing the relationship between the two and resulting in 1932 in their joint occupancy of the newly-constructed buildings of The New York Hospital-Cornell Medical Center on the East River between 68th and 71st Streets. Preparation for nursing was first brought under the auspices of the University in July, 1942, when, by agreement between the Trustees of the University and the Governors of The New York Hospital, the School of Nursing, long conducted by The Society of the New York Hospital, was made a school within the University.

Facilities for Instruction

Unusual facilities for learning are available to students in the Nursing School. These include class and conference rooms, libraries, laboratories and instructors' offices. Some of these are in a teaching unit on the second floor of the Nurses Residence while others are provided in the Hospital and in the Cornell University Medical College.

The students' observation and practice include activities in all the clinical departments of the Hospital and in the various agencies of the city and the surrounding community.

LIBRARIES

The library of the School contains a wide selection of materials on nursing and related fields, including complete sets of important medical and nursing periodicals in bound volumes. It is under the direction of a committee of the faculty. The facilities of the library of the Medical College are readily accessible and supplement those of the Nursing School in such a way as to make available unusual resources to both the students and faculty of the School. A professionally prepared librarian is in charge in both libraries. Additional small libraries are adjacent to the nursing conference rooms on the Hospital floors in all departments. Through the New York Public Library, The National Health Library and others, valuable supplementary materials are placed at the disposal of instructors and students as needed.

WIDE EXPERIENCE IN CLINICAL SERVICES

The clinical facilities of The New York Hospital are superior for the care and study of patients. The Hospital is comprised of five clinical departments, largely self-contained. Each of these is provided not only with facilities adequate in every way for the care of both in-patients and out-patients, but also with facilities for teaching and for the conduct of research. An unusual number of specialized clinical services are therefore available which are seldom found within a single organization. The Hospital has a capacity of 1,200 beds and during the past year 28,324 patients were hospitalized and 45,152 were admitted as out-patients. The conduct of research in all clinical departments gives the student nurse an opportunity to become increasingly aware of the part which the nurse must be prepared to play in research projects. Authenticity of the findings in such studies depends in no small degree on the accuracy with which the nurse carries out tests and procedures, observes and records reactions.

The Medical and Surgical Departments include, in addition to general medicine and general surgery, pavilions devoted to the specialties of tuberculosis, medical neurology and metabolism, urology, ear, nose and throat disorders, orthopedic, plastic and neuro-surgery, and ophthalmology. The Lying-In Hospital has a capacity of 206 adults and 102 newborns and provides for obstetric and gynecologic patients. Each year more than 4,000 babies are born in this Hospital.

The Department of Pediatrics includes 95 beds, with separate floors for the care of sick infants, older children, and premature babies. Facilities for the recreation of convalescent children and the services of an occupational therapist offers opportunities for the nursing student to study the development and guidance of convalescent as well as sick children. All students have Nursery School experience. Here the student works with and observes the development of the normal child, and is thus better able to evaluate deviations from the normal which may accompany illness.

The Payne Whitney Clinic for psychiatric care has a bed capacity of 108 patients and offers participation in hydrotherapy, occupational and recreational therapy as part of the experience in the care of the mentally ill. The close connection between the psychiatric, medical and nursing staff and the staffs of the other clinical departments on a consultation basis, gives the student an opportunity to study the relationship between mental and physical illness throughout her experience in the Hospital.

OUT-PATIENT SERVICES

The Out-Patient Department provides opportunity for the study of a large number of patients who come for general health supervision, diagnosis of disease and for treatment of disease that can be conducted on an ambulatory basis. Each year more than 250,000 patient visits are made to this Department.

Students assist in diagnostic tests, in treatments and in teaching patients so that care without hospitalization can be effective. Arrangements for continuity of care through use of referrals to public health nursing agencies are an essential part of clinic experience. Opportunity is provided for participation in the guidance of expectant mothers through mother's classes and individual conferences and for study of the family approach to health maintenance and care of children.

FIELD INSTRUCTION IN PUBLIC HEALTH NURSING

Experience is provided in family health counseling, bedside nursing, and in the appropriate use of community agencies through cooperation with the Visiting Nurse Service of New York and the Visiting Nurse Association of Brooklyn. These agencies provide generalized family health services for patients in their homes.

Additional experience in public health nursing in an official agency is available to a limited number of students through arrangements with the New York State Department of Health. Students with good scholastic records and a definite interest in public health nursing as a career are given preference among those who request this experience.

Members of the staff of the New York City Department of Health plan with the faculty of the School for appropriate ways to contribute to the student program. The Kips Bay Yorkville Health Center serves the district in which the School of Nursing is located. It affords students an opportunity to observe the relationship between the New York City Department of Health and The New York Hospital-Cornell Medical Center.

Admission

GENERAL STATEMENT OF REQUIREMENTS

Nursing requires women of integrity and intelligence who have a deep interest in public service. Candidates are selected whose credentials indicate high rank in health, scholarship, maturity ability to work

with people, and who give evidence of personal fitness for nursing. A minimum of two years of college (60 semester hours exclusive of Physical Education) is required for admission.

SELECTION OF A COLLEGE FOR THE FIRST TWO YEARS

To meet the requirement of two years of college for admission, a very wide choice of colleges is available as the content of these two years is general liberal arts and may be taken in any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools. Applicants may therefore take the first two years at any one of a great many colleges throughout the country or in one of the colleges of Cornell University in Ithaca, New York. The work of the first two years required for admission to this school contains no nursing or "pre-nursing" courses and, therefore, selection of a college in which to take the first two years is NOT dependent upon its offering a pre-nursing program.

Help in the selection of a college may be obtained by referring to the list of *STUDENTS IN THE SCHOOL* which appears at the back of our School of Nursing bulletin as this list indicates the colleges from which students now in the School of Nursing have transferred. The list is, however, not a complete list of the colleges from which students may transfer.

In selecting a college and registering for the courses of your first two years, read carefully the section below on *Educational Requirements for Admission*.

EDUCATIONAL REQUIREMENTS FOR ADMISSION

Within the two-year liberal arts program of the first two college years required for admission, only 15 credits are in specified subjects as follows:

	<i>Semester Hrs. Credit</i>
Chemistry (including laboratory)	6
Biology or Zoology (including laboratory)	6
Psychology	3

Other subjects which make up a desirable preparation for admission to the School of Nursing but in which there is no specified requirement are:

English, Literature, Sociology, Human Relations, History

After planning for the above subjects, other subjects next in importance depending upon the special interest and abilities of the student and the courses available are:

Languages (may be of particular usefulness with patients and also for the many opportunities in international work and in advanced study)

Anthropology, Economics, Physics

Art, Music

Additional courses in physical or biological sciences (for students taking more than 60 credits)

However not more than 12 hours of biological science can be accepted toward meeting the 60 credit hours required for admission.

The program in the School of Nursing requires the student to have a good background in English composition, communications skills, and use of the library. Courses which are *not* accepted as fulfilling the 6-hour credit requirements in biological sciences are human anatomy, physiology, and bacteriology, as these courses are included in the professional program after admission to the School of Nursing. In general the principle applies that those courses given within the School of Nursing cannot be credited towards meeting admissions requirements because there is no allowance within the School of Nursing program for electives which can be substituted for courses already taken.

Students on the Cornell University campus in Ithaca should confer early with their advisors in the college in which they are registered or with the Office of the Dean of Women. Advisors will be glad to assist in planning a desirable program. These students as well as students in colleges other than Cornell should, however, communicate with the School of Nursing as indicated under *Application for Admission*. Each time you register for your courses during your first two years, it is suggested that you take this bulletin with you and review this section with your advisor. Applicants who do not meet in full the specific subject requirements for admission, but who have a good record of two or more years of college are encouraged to communicate with the School of Nursing for review of their credits and possible assistance in arranging for courses which can be taken in summer sessions.

AGE AND HEALTH REQUIREMENTS

As each applicant is considered in the light of her total qualifications, there are no definite age limits. In general, however, it is expected that applicants will fall within the range of 18 to 35 years. The results of a complete physical examination as well as those of a dental examination must be submitted at the time of application.

Inoculation against typhoid fever and vaccination against smallpox will be required of all students before admission to the School.

APPLICATION FOR ADMISSION

A blank for formal application for admission to the School of Nursing, containing full instructions, may be obtained by returning the form at the back of this bulletin to the Dean of the Cornell University-New York Hospital School of Nursing, 1320 York Avenue, New York 21, N. Y. Applicants for admission in 1956 should include with their application an application fee of \$5.00. As one measure of suitability for nursing, certain psychometric tests are required before admission. The applicant is asked to meet the charge of \$5.00 for these tests.

A personal interview is considered an important part of the application procedure. Effort is made to have the applicant meet with a member of the Committee on Admissions at the School in New York. If this is not practicable, a conference can often be arranged with an alumna or other qualified person living in the vicinity of the applicant's home or college.

It is desirable that prospective applicants contact the School as early as possible so that they may receive assistance in planning their programs in high school and college to gain the best possible educational background preparatory to entering the School of Nursing.

Applications will be accepted as long as there are vacancies in the entering class. To be assured consideration, however, formal application should be made during the first term of the first college year if the applicant plans to enter this school after her second college year. When all application forms are received, including the report of the psychometric test and a transcript covering the first year of college work, and these appear to be satisfactory, the applicant will be accepted pending satisfactory fulfillment of all remaining requirements.

Candidates for admission must make a deposit of \$25.00 upon notification of this provisional acceptance to the School. This assures that a place will be held for her in the entering class, pending satisfactory completion of all admission prerequisites. The full amount is credited toward the graduation fee. The deposit is not refundable if the applicant does not register.

Promotion and Graduation

Each term is 12 weeks in length and the established system of grading is a scale of F to A, with D as the lowest passing grade. An average of C for each term is required for promotion without condition. A grade of C is required in the courses Fundamentals of Nursing and Pharmacology I. A grade below C in any clinical field of nursing practice or a term average which is less than C places a student on condition. This must be removed by the end of the next term to insure further promotion.

A grade of I (Incomplete) is assigned if the work of a course is not completed because of illness or unavoidable absence and if, in the judgment of the instructor, the student has shown evidence that she can complete the course satisfactorily within a reasonable period of time.

An F (Failure) in any given subject may necessitate withdrawal from the School unless the student's ability is exceptional in other respects, in which case repetition of the course may be recommended by the instructor, if the course is available.

No more than one re-examination will be permitted in the case of failure in the midterm and/or final examination in a course, and only upon the recommendation of the instructor and approval by the Dean. In case a re-examination is permitted it is the responsibility of the student to arrange with the instructor for a plan of study preparatory to it. A charge of \$2.00 will be made for each re-examination.

At the end of each term the student's progress is considered by a Promotion Committee. Her accomplishment in theory and practice and her relationships with patients and co-workers are taken into account. A student who is not maintaining an acceptable level in her work or who does not demonstrate that she has or is developing the qualifications which are important for a good nurse may be put on condition or asked to withdraw from the School. The School reserves the privilege of retaining only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, health, and personal suitability for nursing.

Parents or guardians of students under twenty-one years of age are advised when students are placed on condition or asked to leave the School. However, in general, the School reports only to students. Each student is kept informed of her progress through frequent examinations,

reports and conferences, and every effort is made to provide assistance and guidance which will help her to succeed. When it seems advisable a student may be asked to withdraw from the program without having been on condition.

DEGREE AND DIPLOMA

The degree of Bachelor of Science in Nursing is granted by Cornell University and a diploma in nursing is conferred by The Society of the New York Hospital. In order to qualify for the degree and diploma, the student must maintain a cumulative average of C for the three-year program, and must have completed satisfactorily all of the theory and practice outlined in this catalogue.

ADVANCED STANDING

A student who has received her baccalaureate degree before admission may apply for a reduction in total time in clinical experience. An exemption may be granted up to a maximum of 12 weeks. An average of B in theory and in practice throughout the course is necessary for favorable consideration. Exemption must be requested at the beginning of the last term of the second year.

Fees and Expenses

(Subject to variation or change)

	On Admission (6 months)	Approx. March 15 (12 mo.)	Approx. March 15 (12 mo.)	Approx. March 15 (6 mo.)	Total
TUITION AND FEES					
Matriculation	\$ 10.00				\$ 10.00
Tuition	140.00	\$140.00	\$130.00	\$ 40.00	450.00
Public Health Field Expense			60.00		60.00
Laboratory	30.00				30.00
Library	1.50	3.00	3.00	1.50	9.00
Health Service	6.00	12.00	12.00	6.00	36.00
Hospitalization Insurance*	4.80	9.60	9.60	4.80	28.80
Dental Service	4.00	4.00	4.00		12.00
Nursery School			5.00		5.00
Graduation				25.00†	25.00
	<u>\$196.30</u>	<u>\$168.60</u>	<u>\$223.60</u>	<u>\$ 77.30</u>	<u>\$665.80</u>
UNIFORMS**					
Aprons & Accessories	\$ 40.52				\$ 40.52
Sweaters	5.25				5.25
Shoes	12.75	\$ 12.75			25.50
Scissors & Name Pin	3.37				3.37
Rental Laboratory Coat	1.00				1.00
Rental Public Health Uniforms			\$ 5.00		5.00
Graduation Uniform & Cap			9.25		9.25
	<u>\$ 62.89</u>	<u>\$ 12.75</u>	<u>\$ 14.25</u>		<u>\$ 89.89</u>
OTHER REQUIRED EXPENSES: Expenses in the first column, with exception of field trips, are paid on admission, but in later terms occur throughout the term rather than in one payment.					
Books & Manuals	\$ 45.00	\$ 15.00	\$ 10.00	\$ 5.00	\$ 75.00
Gymnasium Suit	8.75				8.75
Field Trips	3.00	3.00	30.00	4.00	40.00
Student Activities & Handbook	6.25	5.25	5.25		16.75
Meals during first 24 weeks.....	x				x
	<u>\$ 63.00</u>	<u>\$ 23.25</u>	<u>\$ 45.25</u>	<u>\$ 9.00</u>	<u>\$140.50</u>
TOTAL FEES AND EXPENSESxx	\$322.19x	\$204.60	\$283.10	\$ 86.30	\$896.19x

SPECIAL FEES: For change of schedule, classes, or clinical assignment, reinstatement following leave of absence—\$10; special arrangement for examination—\$2; specially scheduled clinical conferences—fee as for tutoring. For reasons judged adequate in exceptional circumstances a special fee may be waived by the Dean.

* Hospitalization insurance is Associated Hospital Service—Blue Cross. See following page for further information.

** Expenses for uniforms are those other than the blue plaid uniform dresses and cap supplied by the School. The cape is not listed because optional (\$21.75).

x Meals during first 24 weeks are paid for by the student as purchased, approx. \$13.00 a week. After this period meals are furnished.

† The deposit of \$25 paid at time of acceptance is credited as graduation fee and is deducted from final payment, not refundable if student withdraws before admission or does not complete program.

xx Those few seniors granted additional elective of 8 weeks planned thru N.Y. State Department of Health meet additional expense of approximately \$260. (State stipends sometimes available.)

METHOD OF PAYMENT

Upon tentative acceptance for admission, a deposit of \$25.00 is required. This is credited as the graduation fee but is not refundable if the student withdraws her application or does not finish. On admission, payment is due on registration day for tuition and fees for the first six months, for the uniforms and certain other expenses listed. A statement of fees payable on that day will be sent to each accepted applicant shortly before registration day.

The second payment of fees and tuition is due on approximately March 15 following admission and covers a 12 months period; the third payment is due the following March 15 for a 12 months period; the last payment is due on approximately March 15 prior to the fall graduation for the last 6 months period. Students are billed in advance. Fees become due on the first day of the March term and must be paid not later than twenty days after the first day of the term.

The School reserves the right to change its tuition and fees in amount, time, and manner of payment at any time without notice.

Articles listed under UNIFORMS and under OTHER EXPENSES are purchased thru the School and obtained *after* admission in accord with instructions given to each student after admission. A list of necessary personal equipment will be sent to each accepted applicant shortly before registration day.

Students holding hospitalization insurance at the time of admission are required to take out insurance thru the School as required for all students. Students pay one half of the cost and the other half is paid by the Hospital. Refunds for policies held on admission may be claimed at the office of former policy.

MAINTENANCE AND UNIFORM

With the exceptions indicated below, each student receives maintenance consisting of room, an allowance for meals, and a reasonable amount of laundry. During the first 24 weeks in the School the student meets the cost of her meals which are paid for as purchased, totalling approximately \$13.00 a week. During vacations and when in the elective experience with the New York State Department of Health the student meets the entire cost of her maintenance. The uniform dresses and caps are provided for each student. These remain the property of the School and are returned on graduation or withdrawal. For the public health assignment, students are required to provide themselves with navy or dark tailored coats and hats appropriate to the season. Other items of uniform are listed under expenses.

Scholarships and Financial Aid

FUND OF THE COMMITTEE FOR SCHOLARSHIPS

The Committee for Scholarships of the Cornell University-New York Hospital School of Nursing, a women's committee interested in the School, makes available a fund from which scholarships are awarded each year, usually in amounts of \$100 to \$400, *to students in need of financial assistance*. These are open to both entering students and students already in the School. Factors in addition to financial need which are taken into consideration are the student's all-round record as indicated by academic work, participation in school and community activities, and qualities indicating promise of growth and a contribution to nursing.

Application is made to the Dean. For entering students, application is made at the time of application for admission to the School, and grants are made on recommendation of the Admissions Committee. Awards are regarded as final only after the student has enrolled. Students already in the School should make application not later than February 1st for grants to be used in the period March 15 to March 15.

JULIETTE E. BLOHME SCHOLARSHIP FUND

This student scholarship established in 1953 by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E. Blohme of the class of 1922 through a gift of \$6,000, the interest on which may be used in whole or in part each year. The scholarship is approximately \$200.

EMMA JEAN STEEL FULLER FUND

This Fund, begun in 1952 by the Class of 1952 in memory of Emma Jean Steel Fuller, a former member of the class, is available for an occasional scholarship.

STUDENT LOAN FUND

Loans are available through this fund after the first term in the School for students who are in need of financial aid. Applications are made to the Dean and are accepted at any time. However, students are encouraged to plan as far as possible in the Spring for the following school year and to place applications by May 15.

IRENE SUTLIFFE SCHOLARSHIP FUND

Through the generosity and foresight of the alumnae of the School and in honor of Irene Sutcliffe '80, Director of the School, 1886 to 1902, scholarship grants are available to graduates of the School for post-graduate study. They are granted primarily to alumnae who are qualifying for positions connected with the School of Nursing.

ADDITIONAL INFORMATION — For additional information on scholarships and grants-in-aid available to students taking their first two years of academic work at Cornell in Ithaca, write to Scholarship Secretary, Office of Admissions, Cornell University, Ithaca, N. Y.

The following three scholarships for residents of New York State, making application while in high school, are available for the first two college years as well as for the School of Nursing.

STATE UNIVERSITY SCHOLARSHIPS — Open to residents of New York State who are graduates of its common schools and academies. Annual award \$350 for each of four years while in attendance in any approved college in the State. This scholarship may therefore be used for the first two years of college required for admission to the School of Nursing, and continues for the first two years in the School of Nursing. Awarded after a competitive examination. Apply to local high school principal, or to Commissioner of Education, Albany, N. Y.

STATE WAR ORPHANS SCHOLARSHIPS — Open to residents of New York State who are graduates of its common schools and academies and who are children of deceased or disabled veterans of World War I. Annual award \$350 towards tuition plus \$100 for maintenance for each of four years while in attendance in any approved college in the State. This scholarship may therefore be used for the first two years of college required for admission to the School of Nursing and continues for the first two years in the School of Nursing. Awarded on the basis of Regents examinations under regulations of the State Education Department. Apply to local high school principal, or to Commissioner of Education, Albany, N. Y.

STATE CORNELL SCHOLARSHIPS — Open to residents of New York State who are graduates of its common schools and academies. Annual award \$200 reduction in tuition for each of four years. This scholarship may be used by students who take the first two years of their academic work at Cornell in Ithaca and for the first two years in the School of Nursing. Awarded after a competitive examination. Apply to local high school principal, or to Commissioner of Education, Albany, N. Y.

Health Service

Good health is of the utmost importance and students have readily available to them a well-organized health service which is maintained under the general direction of a committee of the faculty and a school physician. Provision is also made for infirmary and hospital care.

Upon admission to the School a physical examination by the school physician and a chest X-ray are required. Subsequently, a chest X-ray is required every six months, and a physical examination during each school year. A Shick test is performed on all students after admission to the School; immunization to diphtheria is administered to those reacting positively. The Mantoux test is given during the pre-clinical period and, for those who are negative, is repeated at regular intervals.

Students receive dental health service consisting of a full mouth series of X-rays, examination by a dentist, a written diagnosis with suggestions for treatment, and follow-up supervision. For repair of dental defects, students are referred to their own dentists.

An infirmary is maintained in the Residence. Infirmary care is provided for short-term minor illness. For more serious illness, students are taken care of in The New York Hospital within the limits of the Hospital's policy on admissions and bed usage, and hospitalization up to the amount of eight weeks for any one admission is provided. Elective surgery is not included and if not taken care of before admission to the School must be arranged during vacations. Expenses for private nurses, transfusions and personal items are borne by the student. The School reserves the right to collect all hospitalization benefits available through third parties for any period of care coming within the provisions of these benefits.

The fees for health service, dental service and hospitalization insurance are listed under school fees in this bulletin.

If, in the opinion of the school authorities, the condition of a student's health makes it unwise for her to remain in the School, she may be required to withdraw, either temporarily or permanently, at any time.

Vacations and Absences

A vacation of four weeks is given each year in the first and second year, and 23 days in the third year. Students entering with a baccalaureate degree, who have an exemption of time, may have a slightly

shorter vacation in the third year. All vacations are arranged to conform to the requirements of the program but usually fall within the Summer months.

Because of the nature of assignments, a leave of absence usually necessitates absence for an entire term. As result of absence, a student may be required to re-register for a course of study or a nursing practice period, or she may be transferred to a later class.

Student Life and Activities

RESIDENCE FACILITIES

Students live in the Nurses Residence adjacent to the Hospital. Every effort has been made in the construction and equipment of the Residence to provide for the normal and healthy life of students and staff.

Comfortable lounges, reading, reception, and dining rooms are located on the first and ground floors. Students have attractively furnished single rooms with running water. Each floor has ample baths, showers, and toilet facilities, a laundry, and a common sitting room with adjoining kitchenette for informal gatherings.

RECREATIONAL FACILITIES

Believing that the education of young women today must include healthful social relationships, generous provision for this development in the life of the student has been made.

An excellent library of fiction and biography includes both current and standard works and many magazines of general interest. A branch of the Public Library is located within a few blocks of the Hospital.

A large auditorium is located on the first floor of the Residence. Sun roofs, television sets and a hobby room are also available. There are pianos for student use. Student activities planned jointly with the Cornell University Medical College are a regular part of the recreation and include glee club and dramatic productions.

By arrangement with a nearby school, an indoor swimming pool is available. Through the Students' Athletic Association, plans are made for joining other schools of nursing in special sports events. Beach equipment and an outdoor grill are available.

To insure the full benefit of proper use of these facilities, a Residence Director and well-qualified assistants for special activities are in charge. House activities are planned by the House Committee, which is made up of representatives of those living in the Residence, of staff members living out, and of alumnae. Guest rooms are usually available for friends and relatives at a nominal charge.

The cultural opportunities of New York City are almost limitless in music, art, ballet, theatre, and libraries. Through the House Committee, students and graduates enjoy the benefits of such opportunities as membership in the Metropolitan Museum of Art, American Museum of Natural History, Metropolitan Opera Guild, Institute of Arts and Sciences, and the Student and Professional Ticket Service.

An annual fee, paid by students and graduates alike, supports the varied activities.

The students edit and publish a paper, "The Blue Plaidette," every two months. Each class produces its own yearbook, known as "The Blue Plaid."

There are two religious clubs with voluntary memberships, the Christian Nurses' Fellowship and the Newman Club. Guest speakers and planned forums provide an opportunity for exchange of thought on many subjects.

SCHOOL GOVERNMENT

As in other parts of the University, one rule governs the conduct of students in the School of Nursing: "A student is expected to show both within and without the School, unfailing respect for order, morality, personal honor and the rights of others." Through the Student Organization, students take responsibility for living according to this rule which is construed as applicable at all times, in all places, to all students. The Student Organization sets up its own Executive Council, Judicial Council and standing committees. A Faculty Committee on Student Affairs acts in an advisory capacity to the Student Organization and, with the Student Organization, sponsors student-faculty meetings which provide for informal discussions of school activities and problems.

MARRIAGE AND RESIDENCE

Because interruptions in attendance or inability to complete one or more courses at the time scheduled present a considerably greater problem in a program of this kind than in the usual academic course

of study, freedom from outside obligations of a demanding nature is important. For this reason it is held to be the responsibility of a student who is contemplating marriage during her period in the School to discuss her proposed plans well in advance with the Dean and to obtain permission to remain in the School.

Under certain conditions permission to live outside the Residence may be granted to a married student provided in the judgment of the School this will not interfere with the student's School responsibilities. The faculty record their belief that responsibility for maintaining the quality of her work and for continuing participation in School activities must be accepted by the student. A married applicant is accepted if in the judgment of the Admissions Committee she meets these requirements and lives in the Residence for at least the first six months.

Students anticipating marriage are expected to make plans which will fit into their regular vacation or school schedule as leave of absence can rarely be granted except for an entire term.

COUNSELING SERVICES

The School maintains active counseling services which are available to any student who needs assistance, either in connection with routine matters that may come up in her normal work in the School or in connection with special personal problems.

The Counselor of Students cooperates with the faculty to see that those students who need help on questions of educational program, finances, health, extracurricular activities and the like, are directed to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

The objective of the counseling program is to make it possible for any student to obtain such guidance as she may require in any phase of her life while in the School of Nursing.

ALUMNAE ASSOCIATION

The Cornell University-New York Hospital School of Nursing Alumnae Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumnae Association became a part of the Cornell University Alumni Association.

The Basic Nursing Program

PRE-PROFESSIONAL (2 years). See pages 11 and 12.

<i>Required courses:</i>	<i>Semester Hrs. Credit</i>
Chemistry—(including laboratory)	6
Biology or Zoology (including laboratory)	6
Psychology	3
 <i>Suggested courses:</i>	
History, Sociology, Economics, other Liberal Arts subjects.....	45
 Total (<i>Pre-Professional</i>)	60

PROFESSIONAL (3 years). In the School of Nursing.

	Units:	<i>Semester Hours Credit</i>			
	I	II	III	IV	
Orientation		(No credit)			
Physical Education		(No credit)			
Biological Science	7				
Biochemical Science	3				
Social Science	5	2	1.5	2	
Nutrition	1.5		1.5		
Pharmacology	2.5				
Fundamentals of Nursing	9		2		
Clinical Nursing		31	24	8	
Total (<i>Professional</i>)	28	33	29	10	100
Grand Total (<i>Required for B.S. in Nursing</i>)					160

THE PROFESSIONAL CURRICULUM

The professional curriculum covers a period of three calendar years. In each clinical service, related classes, conferences, and bedside instructions are given concurrently with practice and emphasis is placed on disease prevention, health instruction and rehabilitation. The student receives selected experiences in evening and night duty. An introduction to community nursing is provided through conferences and

observation in various agencies assisting with health problems. The student participates in discussions centering around family health and assists in the referral of patients requiring nursing care after hospital discharge. An eight-week period of supervised practice in family health service is provided through affiliation with the Visiting Nurse Service of New York.

The School reserves the right to make changes in the curriculum as the need arises. The professional programs, divided into four units of theory and experience, follows.

UNIT I

This unit consists of 24 weeks which are devoted primarily to class and laboratory assignments with a limited amount of nursing practice in the pavilions of the Hospital. There is one week of vacation at Christmas time. Following are the courses presented:

<i>Course Title</i>	<i>Course No.</i>	<i>Class Hours</i>	<i>Wks. Practice</i>	<i>Semester Hrs. Credit</i>
Orientation	120	15		0
Fundamentals of Nursing	121	325		7
Pharmacology I	122	15		0.5
Pharmacology II	123	30		2
Anatomy	100	60		2.5
Physiology	101	45		2.5
Biochemistry	102	60		3
Microbiology	103	45		2
Introduction To Clinical Nursing	124	30		2
Psychological Principles in Nursing Practice	110	30		2
Social and Health Aspects of Nursing	111	30		2
Professional Problems I	113	15		1
Nutrition	130	12		0.5
Diet Therapy and Cooking	131	36		1
Physical Education	10	42		0
Total		790		28

UNIT II

During Unit II, which is 52 weeks in length, the student is assigned to five clinical areas for theory and practice. These include the Out-Patient Department, the Operating and Recovery Rooms, Medicine, Surgery and Obstetrics. A vacation of three weeks is given in the summer.

In the Out-Patient Department the student has an opportunity to learn something of the medical and nursing needs of patients who are, for the most part, carrying on their usual life activities, while being treated for some health problem, or learning to live with some physical limitation. She is assigned to the clinics of medicine, surgery and pediatrics. During her in-patient experience on the medical and surgical services, she has experience not only on the "general" services but in such specialties as ophthalmology, otolaryngology, neurology and neuro-surgery.

It is not anticipated that the student will develop a high degree of technical skill in the operating room. However, through supervised practice and observations at the field of operation, and by participating in the care of patients in the Recovery Room, the ground work is laid for understanding of the nurse's responsibilities to the patient, not only during the operation, but immediately preceding and following it.

In the Woman's Clinic, assignments for practice include activities related to the newer concepts of maternal and newborn care, which are embodied in such terms as "preparation for labor" and "rooming-in." The student has experience in the Out-Patient Department, delivery floor, nursery and post-partum units.

The program for this Unit is as follows:

<i>Course Title</i>	<i>Course No.</i>	<i>Class Hours</i>	<i>Wks. Practice</i>	<i>Semester Hrs. Credit</i>
Principles of Medical Nursing	140	68		4.5
Practice of Medical Nursing	141		12	3
Core Course in Operating Room, Surgical and Out-Patient Nurs.	150	66		4.5
Principles of Surgical Nursing	151	24		1.5
Practice of Surgical Nursing	152		12	3
Principles of Maternity Nursing	160	78		5
Practice of Maternity Nursing	161		12	3
Principles of Nurs. in the Out-Patient Dept.	118	20		1.5
Practice of Nurs. in the Out-Patient Dept.	119		6	1.5
Principles of Operating Room Nursing	158	32		2
Practice of Operating Room Nursing	159		6	1.5
Historical Backgrounds of Nursing	112	30		2
Physical Education	10	36		0
Total		354	48	33

UNIT III

This Unit is also 52 weeks in length and there is a four-week vacation during the summer term. An eight-week affiliation with the Visiting Nurse Service of New York, a family health agency, provides an opportunity for the student to care for patients in their homes and to teach members of the family to give necessary care between visits of the nurse.

During another eight-week unit of time the student considers the special nursing problems related to rehabilitation and to long-term illness, including tuberculosis. She visits various agencies and facilities in the community which offer services to the aged and to those with special handicaps, such as cerebral palsy. A 12-week assignment to the Pediatric Clinic and Division of Child Development includes experience in Nursery School, the premature nursery, the infant floor and the unit for older children. A similar 12-week period is spent in the Payne Whitney Psychiatric Clinic where the student has an opportunity to gain a keen appreciation of the causes of mental and emotional illness, of the ways in which such illness may be prevented, and knowledge of the newer methods of therapy for its relief.

Experience is also provided in Diet Therapy and in Urological Nursing.

The Program for this Unit is as follows:

<i>Subject</i>	<i>Course No.</i>	<i>Class Hours</i>	<i>Wks. Practice</i>	<i>Semester Hrs. Credit</i>
Principles of Pediatric Nursing	170	75		5
Practice of Pediatric Nursing	171		12	3
Principles of Psychiatric Nursing	180	84		5.5
Practice of Psychiatric Nursing	181		12	3
Family and Community Health	115	20		1.5
Introduction to Public Health Nursing	116	30		1.5
Practice of Public Health Nursing	117		8	2
Chronic Illness and Rehabilitation	142	30		2
Practice of Nursing in Chronic Illness and Rehabilitation	143		8	2
Principles of Urological Nursing	153	15		1
Practice of Urological Nursing	154		4	1
Diet Therapy Practice	132		4	1
Diet Therapy Conferences	133	8		0.5
Physical Education	10	12		0
Total		274	48	29

UNIT IV

This last Unit of the professional program is approximately 27 weeks long, including a vacation of 23 days.

There is a four-week assignment to the Private Patient Service, an experience incorporating the nursing care of patients who are being treated for Gynecological conditions. During another four-week period attention is given to the special needs of orthopedic patients and to the facilities and services available in the Medical Center and in the community for their treatment and rehabilitation.

The student is now ready to accept almost complete responsibility for analysing and planning to meet the nursing needs of selected patients. She returns for eight weeks to one of the services on which she has had experience as a younger student and under supervision, carries out the nursing care of some of the sickest patients. She functions as leader of the nursing "team" and is assigned to charge duty on a pavilion for limited periods of the day or night.

It is during this last Unit that each student selects a special area of nursing for concentrated attention and exploration. She may choose from nursing departments in the Medical Center and also from other agencies in the Community. Each year a few students who are especially interested in Public Health Nursing have the opportunity for experience with the New York State Department of Health.

Courses and experience in Unit IV are:

<i>Subject</i>	<i>Course No.</i>	<i>Class Hours</i>	<i>Wks. Practice</i>	<i>Semester Hrs. Credit</i>
Principles of Orthopedic Nursing	155	15		1
Practice of Orthopedic Nursing	156		4	1
Care of Gynecologic (Private) Patients	157	12	4	2
Senior Experience	126		8	2
Elective Experience	127		8	2
Ward Activities and Relationships	125	15		1
Professional Problems II	114	15		1
Total		57	24	10
			(+5 days)	
Grand Total (<i>Professional Program</i>)		1475	120	100
			(+5 days)	



THE NEW YORK HOSPITAL - CORNELL MEDICAL CENTER

Located at 68th Street and the East River, this medical center covers three city blocks—68th to 71st Street—and includes The New York Hospital as well as the Cornell University Medical College and the Cornell University-New York Hospital School of Nursing.



A student makes friends with a small patient she is weighing in the Well-Baby Clinic of the Hospital.



During her field assignment in Public Health Nursing, the student goes out into the community for experience in family health problems and care of the sick in their homes.



A student's life is not all work. Joan Wiant '54, Secretary of the Student Organization, packs her bags for a very special occasion — to represent the School at the International Congress of Nurses in Rio de Janiero, Brazil, July 1953.

Description of Courses

(See Requirements for Promotion and Graduation, pages 14-15.)

PHYSICAL EDUCATION

10. *PHYSICAL EDUCATION*. This course aims to develop in the student an interest in good body mechanics in work and play, and to teach her how she may apply this knowledge in her patient care. It also aims to develop interest and skill in those individual activities which will enable her to use her leisure time to greater advantage.

90 Hours (Total). Units I, II, III. Miss McDERMOTT, Miss HIRSHBERG.

BIOLOGICAL AND PHYSICAL SCIENCES

100. *ANATOMY*. This course consists of both gross and microscopic anatomy. The gross anatomy includes dissection of the cadaver by the students. The microscopic work with prepared slides is directly correlated with the gross dissection. Significant embryological information is included.

60 Hours. Unit I. Dr. BERRY, Dr. GREENE, Dr. HAGAMAN, Dr. ANDERSON, Dr. NORRIS, Mr. TAYLOR and Miss WRIGHT.

101. *PHYSIOLOGY*. The course consists of a study of the physiological systems and their integration into the total functions of the human body. It is closely related to the course in Biochemistry. Lectures, recitations, demonstrations, and laboratory.

45 Hours. Unit I. Dr. PITTS, Miss RYNBERGEN, Miss KROOG, Mrs. McLEOD, Miss MILLER.

102. *BIOCHEMISTRY*. A course designed to acquaint students with some of the fundamental principles of physiological chemistry as these apply to nursing practice. Studies of water and electrolyte balance, the chemistry, digestion and metabolism of food, and the composition of blood and urine are included. Lectures, recitations, demonstrations, and laboratory.

60 Hours. Unit I. Dr. du VIGNEAUD, Miss RYNBERGEN, Dr. GENGHOF, Miss KROOG, Miss MILLER.

103. *MICROBIOLOGY*. An introduction to the study of microorganisms, particularly the microbial agents of disease. Sources, modes of spread and prevention of infectious diseases; principles and practice of asepsis. Applications of bacteriology and immunology to the diagnosis, prevention, and treatment of infectious diseases.

45 Hours. Unit I. Dr. NEILL, Dr. HEHRE, Miss WRIGHT.

SOCIAL SCIENCES

110. *PSYCHOLOGICAL PRINCIPLES IN NURSING PRACTICE*. A problem-centered approach to the psychological needs of patients, including consideration of the biological and sociological factors contributing to these needs. The various stages of personality development and emotional responses to physical illness are discussed. Emphasis is placed on the nurse-patient relationship and the adjustment of the individual student to the nursing profession.

30 Hours. Units I, II. Mrs. MacGREGOR.

111. *SOCIAL AND HEALTH ASPECTS OF NURSING.* This course is designed to develop the student's ability to observe, understand and communicate with patients and their families and to plan nursing in relation to individual needs. The student is introduced to cultural and environmental factors which influence health and illness. The broad aspects of community organization are presented in a way that enables a student to see the relationship between the patient, the hospital, and the community.

30 Hours. Unit I. Mrs. OVERHOLSER, Miss BEISEL, Miss SOULE.

112. *HISTORICAL BACKGROUNDS OF NURSING.* An overview of the history of nursing from earliest times to the present, studying what has constituted nursing and tracing factors which have strengthened or weakened it. Presented against a background of developments in the general care and welfare of the sick such as the care of mothers and children, old people and the chronically ill, the mentally ill, the tuberculous, and the evolution of hospitals, medicine and public health.

30 Hours. Unit II. Miss DUNBAR, Miss SCHWARTZ and special lecturers.

113. *PROFESSIONAL PROBLEMS I.* Consideration of the philosophical and ethical foundations of conduct and their application to the profession of nursing. Problems related to group life and adjustments to patients and co-workers are presented by the instructor and the students for discussion and analysis.

15 Hours. Unit I. Miss LYONS.

114. *PROFESSIONAL PROBLEMS II.* A survey of the nursing field, particularly the place of the professional organizations, legislation affecting nursing, types of educational programs in nursing, the role of different workers in the nursing field, international aspects of nursing, and nursing literature.

15 Hours. Unit IV. Miss DUNBAR.

PUBLIC HEALTH NURSING

115. *FAMILY AND COMMUNITY HEALTH.* A study of community needs with focus upon the total public health program. Emphasis is placed upon principles basic to public health nursing and their relationship to other services.

20 Hours: Unit III. Mrs. OVERHOLSER, Miss BEISEL, Dr. SMILLIE.

116. *INTRODUCTION TO PUBLIC HEALTH NURSING.* Emphasis is placed on developing an understanding of over-all policies, principles and functions as these relate to public health nursing practice. In addition, each student participates in four to six group discussion meetings of approximately two hours each, considering family situations known to them. The purpose of these group discussions is to strengthen and deepen their appreciation and understanding of the public health nurse's functions.

30 Hours. Unit III. Miss RANDALL, Miss MOLE, and staff.

117. *PRACTICE OF PUBLIC HEALTH NURSING.* Through carefully planned observations, conferences and individual guidance the student is given increasing responsibility for health work with a selected group of families. This includes health supervision of mothers and infants, children of all ages and adults, as well as the care of the sick in their homes. This experience is gained through affiliation with the Visiting Nurse Service of New York and the Visiting Nurse Association of Brooklyn.

8 Weeks. Unit III. Miss RANDALL, Miss MOLE and staff.

(Elective Experience in Public Health Nursing: A few senior students who have outstanding records in general, who have shown particular interest and promise in

public health nursing, and who plan to enter this field of work in New York State, may be offered the opportunity for an elective experience with the New York State Department of Health.)

OUT-PATIENT (AMBULATORY) NURSING

118. *PRINCIPLES OF NURSING IN THE OUT-PATIENT DEPARTMENT.* Nursing care of ambulatory patients, both children and adults, is taught through demonstration and informal family and community-centered conferences. Emphasis is placed upon health teaching, and the use of community resources in ensuring comprehensive patient care, and also upon the cooperation of the nurse with other professions in a program for health maintenance and for the prevention and control of disease.

20 Hours. Unit II. Miss NEWTON, Miss McINTYRE, Miss SCHWARTZ, Mrs. WANG, Miss TSCHIDA.

119. *PRACTICE OF NURSING IN THE OUT-PATIENT DEPARTMENT.* Selected clinics provide experience in the pediatric, medical and surgical services. The student is helped to understand the value of continuity of patient care through working closely with other departments of the Hospital and with community agencies.

6 Weeks. Unit II. Miss NEWTON, Miss McINTYRE, Miss TSCHIDA.

FUNDAMENTALS OF NURSING AND ALLIED COURSES

120. *ORIENTATION.* These discussions give the beginning student a general concept of the field of nursing and of the responsibilities and obligations of the individual who chooses this profession. It emphasizes the importance of the physical and mental health of the nurses as it relates to her personal life and is reflected in her work.

15 Hours. (Unit I 12 Hours; Unit II 1½ Hours; Unit III 1½ Hours.) Miss DUNBAR, Miss FREDERICK, Miss LYONS, Mrs. OVERHOLSER, Miss McDERMOTT, and the School Physician.

121. *FUNDAMENTALS OF NURSING.* This course is an introduction to nursing and to the various components which are an integral part of health maintenance and of the diagnosis and treatment of disease. It is designed to be a foundation for all the clinical nursing courses. Following an introductory unit which helps the student understand some basic concepts in nursing, the program is developed on a patient-activity basis. The student first learns to care for patients who are primarily ambulatory, either up and about in the hospital or visiting the Out-Patient Department. Then the student becomes concerned with patients who are in bed but who enjoy a great deal of freedom of activity. From the care of such patients, the emphasis then proceeds to the care of patients who are on complete bed rest. While the major content of the course is concerned with basic nursing procedures used in the hygienic care of the patient, in the diagnosis of disease conditions and in the treatment of various illnesses, a great deal of emphasis is also placed on the socio-dynamic factors in nursing. Emphasis is given to interpersonal relationships, age and emotional problems and problems of chronic and acute illness not only in the hospital but also in the general community. Beginning the tenth week in the program students have limited periods of supervised practice in the clinical divisions of Medicine, Surgery, Obstetrics and Out-Patient.

325 Hours. Units I, II. Miss FUERST, Miss VAN ARSDALE, Miss BIELSKI, Miss KURIHARA.

122. *PHARMACOLOGY I*. Designed to familiarize the student with the systems used in weighing and measuring drugs, methods of making solutions and calculating dosages.

15 Hours. Unit I. Miss PLACE.

123. *PHARMACOLOGY II*. A course planned to help the student acquire knowledge of the facts and principles of drug therapy and of the responsibilities of the nurse in the administration of medicines. It includes a study of the important and commonly used drugs, their physiological and therapeutic actions, dosage, administration, and toxic symptoms. Emphasis is given to the importance of accurate administration of drugs and the careful observation of their effects.

30 Hours. Units I, II. Dr. MODELL, Dr. GARB.

124. *INTRODUCTION TO CLINICAL NURSING*. This course is designed to center the student's attention upon the need for informed observations on their patients. Conditions commonly found on all clinical services are considered, i.e. pain, fever, unconsciousness; the patho-genesis underlying symptoms is explored. Laboratory specimens and films are used extensively and there is frequent patient participation. Nursing and medical classes are closely correlated in an effort to help the young student begin to analyze the nursing needs of patients as manifested by the signs and symptoms of illness.

30 Hours. Unit I. Dr. KELLNER and staff. Miss WRIGHT and nursing faculty from all services.

125. *WARD ACTIVITIES AND RELATIONSHIPS*. Consideration is given to the basic principles which underlie effective working relationships with professional and non-professional personnel. The student is also guided in recognizing and planning for the use of learning situations as they relate to patients or younger students, and she is introduced to the activities which she will undertake when assigned to act as team leader and to senior charge duty.

15 Hours. Unit IV. Miss HARMON.

126. *SENIOR EXPERIENCE*. Each student returns to the service on which she had her first clinical experience. She plans and carries out the care of patients with complex nursing needs, and has opportunity to observe and participate in the management of the pavilion, including leadership in the nursing team.

8 Weeks. Unit IV. Faculty from all clinical services.

127. *ELECTIVE EXPERIENCE*. Opportunity is provided for the student to explore a special area of nursing in which she is particularly interested. This may include one or more of the units in the Medical Center or other agencies in the community. A few students may have the opportunity for experience with the New York State Department of Health. The student is guided in making a study of some limited aspect of the field which she has chosen.

8 Weeks. Unit IV. All faculty members.

NUTRITION

130. *NUTRITION*. A short course in normal adult nutrition based on the courses in Biochemistry and Physiology. A study of the functions and food sources of the major food groups, their availability in the world and in the community, the needs of the individual and the relationship of cultural patterns to food habits and nutrition are included. (The nutrition requirements in childhood and in pregnancy are discussed during the student's practice on pediatric and obstetric services.) Lecture and recitation.

12 Hours. Unit I. Miss RYNBERGEN, Miss KROOG.

131. *DIET THERAPY AND COOKING*. A course designed to present the underlying principles in the treatment of disease by diet. It is accompanied by laboratory work in principles of food preparation, and in the preparation of foods and meals included in therapeutic diets. The course is supplemented by conference work during the student's practice on medical and surgical services. Lecture, laboratory and recitation.

36 Hours. Units I, II. Miss RYNBERGEN, Miss KROOG.

132. *DIET THERAPY PRACTICE*. The application of the principles of diet-therapy to the care of patients in supervised practice on the pavilions and out-patient clinics of the Hospital.

4 Weeks. Unit III. Miss STEPHENSON and staff. Miss RYNBERGEN, Miss KROOG.

133. *DIET THERAPY CONFERENCES*. Through conference discussions, integrated with the practice assignment, the student is oriented to the practical application of her knowledge of nutrition and diet therapy in the care of hospitalized and ambulatory patients.

8 Hours. Units II, III. Miss RYNBERGEN.

MEDICAL NURSING

140. *PRINCIPLES OF MEDICAL NURSING*. The principles and methods of nursing care for patients with medical, neurological and communicable disease are considered. Discussion of medical aspects of disease supplements and interprets readings concerning etiology, symptomatology, usual course pathology, complications, treatment, prognosis and prevention.

68 Hours. Unit II. Dr. BARR and staff. Miss BROOKS, Miss PLACE, Miss STIRLING, Miss MAILLORY, Miss CURTIS.

141. *PRACTICE OF MEDICAL NURSING INCLUDING NEUROLOGICAL NURSING*. Supervised practice is offered in the application of nursing principles to the care of patients on the medical and neurological pavilions of the Hospital.

12 Weeks. Unit II. Miss BROOKS, Miss PLACE, Miss STIRLING, Miss MAILLORY, Miss CURTIS.

142. *CHRONIC ILLNESS AND REHABILITATION*. This course places emphasis on rehabilitation and deals also with the care and prevention of chronic illness. Emphasis is placed upon the recognition of problems and needs of the patient as well as recognition of the nurse's needs in meeting these. Special consideration is given to the individual with tuberculosis.

30 Hours. Unit III. Miss McCLUSKEY.

143. *PRACTICE OF NURSING IN CHRONIC ILLNESS AND REHABILITATION*. This experience consists of practice in the Hospital as well as observation and field trips to many types of community agencies which cooperate in providing the care and service needed in rehabilitation of various types of patients and in the care of the chronically ill. Practice is carried out with selected patients; selection being made on the basis of age, life situation, economic factors, disability, goal and length of stay. Comprehensive care for these patients is emphasized and part of the practice is carried out cooperatively with fourth year medical students in the Comprehensive Care Clinic. Consideration is given to the particular contribution which the nurse can make in her relationships with patients and with health workers from other fields. This experience includes the care of patients with tuberculosis.

8 Weeks. Unit III. Miss McCLUSKEY and other Instructors.

SURGICAL NURSING

150. *CORE COURSE IN OPERATING ROOM, SURGICAL AND OUT-PATIENT NURSING.* Lectures and demonstrations focus on the principles basic to the prevention, the etiology, and the control of disease in the plan for the total care of patients in the Operating Room, Surgical and Out-Patient Departments.

66 Hours. Unit II. Faculty of the Departments of Operating Room, Surgery and Out-Patient.

151. *PRINCIPLES OF SURGICAL NURSING.* The fundamental principles of the nursing care of patients with general surgical conditions, surgical conditions of the eye, ear, nose and throat, and of the nervous system are presented by conference and demonstration. Emphasis is placed upon individualization of care including instruction and rehabilitation of the patient.

24 Hours. Unit II. Miss KLEIN, Miss DERICKS, Miss FOSTER, Miss HENDERSON, Miss NIELSEN, Miss SAWYER.

152. *PRACTICE IN SURGICAL NURSING.* Planned experience in the application of nursing principles to the care of patients with general or special surgical conditions. This includes supervised practice in surgical asepsis, patient teaching, therapeutic team relationships and in planning to meet patient's needs after discharge.

12 Weeks. Unit II. Miss KLEIN, Miss DERICKS, Miss FOSTER, Miss HENDERSON, Miss NIELSEN, Miss SAWYER.

153. *PRINCIPLES OF UROLOGICAL NURSING.* The anomalies and diseases of the genito-urinary tract are described and principles underlying the management and nursing care of these conditions are presented. Preparation of the patient for self-care on discharge is stressed.

15 Hours. Unit III. Miss KLEIN, Miss SWANWICK, Miss HILLS, Miss HEYMANN.

154. *PRACTICE OF UROLOGICAL NURSING.* Opportunity is provided for the development of understanding and skill in meeting the special nursing needs of patients with urological conditions during the pre- and post-operative phase with particular attention to the patient's need after discharge.

4 Weeks. Unit III. Miss KLEIN, Miss SWANWICK, Miss HILLS, Miss HEYMANN.

155. *PRINCIPLES OF ORTHOPEDIC NURSING.* Consideration of the medical and nursing problems peculiar to those patients who are undergoing treatment for the correction of skeletal and muscular abnormalities. Emphasis is placed on prevention and rehabilitation, and the nursing principles which are basic to the care of all patients.

15 Hours. Unit IV. Faculty from the Schools of Medicine and Nursing.

156. *PRACTICE IN ORTHOPEDIC AND REHABILITATIVE NURSING.* Experience includes the care of both ambulatory and hospitalized patients. Through field trips the student has an opportunity to become familiar with the many services needed by the orthopedically handicapped and with the agencies providing those services.

4 Weeks. Unit IV.

157. *CARE OF GYNECOLOGIC AND PRIVATE PATIENTS.* This experience offers an opportunity for the student to become aware of the needs of patients with a wide variety of socio-economic backgrounds. By means of supervised practice, the student also gains an appreciation of the varied methods of treating

patients with the same diagnosis. Included in this experience are classes and practice in the care of patients with gynecologic conditions.

12 Hours. 4 Weeks. Unit IV. Miss POOR, Miss AGNEW, Miss MEYEROWITZ.

OPERATING ROOM NURSING

158. *PRINCIPLES OF OPERATING ROOM NURSING.* Through lectures, discussions and demonstrations, students are taught the principles and methods of aseptic technique in relation to the care of patients at the time of operation. Immediate post-operative care is included.

32 Hours. Unit II. Miss TUFFLEY, Miss SAFFIOTI, Miss JONES.

159. *PRACTICE OF OPERATING ROOM NURSING.* Supervised clinical experience and study of the application of nursing principles to the care of patients in the Operating Room. Students are given the opportunity to observe and assist with operative procedures, to relate this experience to the total care of surgical patients and to gain an appreciation of the qualities and abilities essential to effective nursing in this field. Experience in the Recovery Unit is offered at this time.

6 Weeks. Unit II. Miss TUFFLEY, Miss SAFFIOTI, Miss JONES, and staff.

MATERNITY NURSING

160. *PRINCIPLES OF MATERNITY NURSING.* A course planned to focus the student's knowledge of anatomy and physiology on the generative processes, and on the unique characteristics of the human infant. The emotional aspects of child-bearing, and a family-centered point of view provide additional basis for integrating earlier foundation courses with this clinical specialty. The Student is guided in application of theoretical knowledge to the nursing care of patients before, during and after the birth of the baby. The conference method encourages the student in self-expression as her understanding of the physical changes, adjustments and reactions of the patient develops. Teaching techniques and attitudes are fostered by example and by explanation.

78 Hours. Unit II. Lectures, conferences, films, special projects. Dr. DOUGLAS and staff. Miss RYNBERGEN; Miss HICKCOX and staff.

161. *PRACTICE OF MATERNITY NURSING.* Students observe and care for mothers and newborn infants under supervision and with bedside instruction in the various techniques. Practice areas include Out-Patient Department, labor and delivery rooms, newborn nurseries and rooming-in units, and the post-partum pavilions.

12 Weeks. Unit II. Miss HICKCOX and staff.

PEDIATRIC NURSING

170. *PRINCIPLES OF PEDIATRIC NURSING.* Pediatric Nursing presents a study of the representative disease conditions of infancy and childhood against a background of the normal physical and emotional needs of infants and children. Supervised experience is directed to the effect of illness on the child and his family and to the use of nursing skills to aid his return to health. Correlated conferences, case presentations and role playing.

75 Hours. Unit III. Dr. LEVINE and staff. Miss SCHUBERT, Miss STOKES, Miss ANDERSON, Miss RYNBERGEN and staff.

171. *PRACTICE OF PEDIATRIC NURSING.* Selected experiences in the application of knowledge to the care of premature infants, sick infants and children, and children in the Nursery School. Group conferences, demonstrations and nursing care plans.

12 Weeks. Unit III. Miss SCHUBERT, Miss ANDERSON, Miss STOKES, Miss DON DERO, Miss FRIPP, Miss SIMMONS and the staffs of The Division of Child Development and Nursery Schools.

PSYCHIATRIC NURSING

180. *PRINCIPLES OF PSYCHIATRIC NURSING.* This course deals with the history, pathology and treatment of psychiatric illnesses. The aim is to help the student develop knowledge and understanding of the basic principles involved in the nursing care of patients with personality disorders, from infancy to old age. The whole program is oriented to help develop in the student an understanding of self and relationships to others, an objective attitude toward mental illness and a broader appreciation of the nurse's role in helping the patient to solve the problems of his illness and rehabilitation. The student is introduced to the work of allied health professions and social agencies. There are demonstrations, conferences and seminars.

84 Hours. Unit III. Dr. DIETHELM and staff. Mrs. WRIGHT, Miss FRANY, Miss MUHS, Miss WEAVER, Miss SPARGO, Miss NEWBURG, Miss PAIGE, Mrs. SIMON and staff.

181. *PRACTICE OF PSYCHIATRIC NURSING.* The student receives supervised experience in the observation and care of the emotionally ill patient during the acute phase of illness, convalescence and rehabilitation. She participates in currently approved therapies including psycho-therapy, occupational, recreational, insulin, electro-convulsive and other somatic procedures, and is helped to create a therapeutic environment for patients. Field trips, clinics and seminars.

12 Weeks. Unit III. Mrs. WRIGHT, Miss FRANY, Miss MUHS, Miss WEAVER, Miss SPARGO, Miss NEWBURG, Miss PAIGE, Mrs. SIMON and staff.

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* Leave of Absence 1954-5

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ALICE MARIE DONDERO, B.S., R.N., *Assistant in Pediatric Nursing; Supervisor in Pediatric Nursing Service.* (Diploma in Nursing, Long Island College Hospital School of Nursing, Brooklyn, N. Y., 1941; B.S., New York University, 1951.)

LAURA FAWCETT, R.N., *Assistant in Medical Nursing; Evening Assistant Supervisor, Medical Nursing Service.* (Diploma in Nursing, Jefferson Hospital School of Nursing, Philadelphia, Pa., 1936.)

ENA STEVENS FISHER, R.N., *Assistant in Pediatric Nursing; Evening Supervisor, Pediatric Nursing Service.* (Cheltenham Children's Hospital, London, 1927 and Gloucestershire Royal Infirmary, London, 1930; London University, Sister Tutor Certificate, 1937 and Diploma, Nursing Education, 1952.)

CAROL C. FRIPP, B.S., R.N., *Assistant in Pediatric Nursing; Assistant Supervisor, Pediatric Nursing Service.* (B.S., Bennett College, Greensboro, N. C., 1944; Diploma in Nursing, Meharry Medical College School of Nursing, Nashville, Tenn., 1948.)

HELEN H. GILKEY, M.A., R.N., *Assistant in Surgical Nursing, Evening Supervisor, Surgical Nursing Service.* (A.B., Stanford University, Palo Alto, Calif., 1933; Diploma in Nursing, The Johns Hopkins Hospital School of Nursing, 1946; M.A., Sacramento State College, Sacramento, Calif., 1953.)

INEZ GNAU, R.N., *Assistant in Psychiatric Nursing; Night Supervisor, Psychiatric Nursing Service.* (Diploma in Nursing, Jefferson Hospital School of Nursing, Philadelphia, Pa., 1935.)

SHEILA HIRSHBERG, M.S., *Assistant in Physical Education and Recreation*. (B.S., B.A., Kent State University, Ohio, 1950; M.S., Indiana University, 1953.)

MARTHA E. JACKSON, R.N., *Assistant in Obstetric and Gynecologic Nursing; Night Assistant Supervisor, Obstetric and Gynecologic Nursing Service*. (Diploma in Nursing, Philadelphia General Hospital, 1937.)

DOROTHY JACKSON, B.S., R.N., *Assistant in Gynecological Nursing; Assistant Supervisor, Gynecological Nursing Service*. (Diploma in Nursing, Bellevue School of Nursing, 1946; B.S., Hunter College, 1953.)

GLADYS TYSON JONES, B.S., R.N., *Assistant in Surgical Nursing; Supervisor, Operating Room Service*. (Diploma in Nursing, Cornell University-New York Hospital School of Nursing, 1944; B.S., Teachers College, Columbia University, 1951.)

MARIE KURIHARA, B.S., R.N., *Assistant in Fundamentals of Nursing*. (Diploma in Nursing, Cornell University-New York Hospital School of Nursing, 1950; B.S., Cornell University, 1950.)

CLAIRE MEYEROWITZ, B.S., R.N., *Assistant in Medical and Surgical Nursing; Supervisor, Private Patient Nursing Service*. (Diploma in Nursing, Cornell University-New York Hospital School of Nursing, 1945; B.S., Cornell University, 1945.)

CELERINA TRINOS MIGUEL, M.A., R.N., *Assistant in Obstetric Nursing; Night Supervisor, Obstetric Nursing Service*. (Diploma in Nursing, Mary Johnston Hospital School of Nursing, Manila, P. I., 1924; B.S., Columbia University, 1933; M.A., 1934.)

MARY L. SILLCOX, R.N., *Assistant in Obstetric and Gynecologic Nursing; Evening Supervisor, Obstetric and Gynecologic Nursing Service*. (Diploma in Nursing, Faxon Hospital School of Nursing, Utica, N. Y., 1916.)

ELIZABETH MARY SIMMONS, M.A., R.N., *Assistant in Pediatric Nursing; Supervisor, Pediatric Nursing Service*. (Diploma in Nursing, Stamford Hospital School of Nursing, Stamford, Conn., 1934; B.S., New York University, 1947; M.A., 1952.)

E. JANE SMITH, B.S., R.N., *Assistant in Psychiatric Nursing; Supervisor, Psychiatric Nursing Service*. (Diploma in Nursing, Cornell University-New York Hospital School of Nursing, 1944; B.S., Cornell University, 1944.)

JESSIE WEAVER, R.N., *Assistant in Psychiatric Nursing; Supervisor, Psychiatric Nursing Service*. (Diploma in Nursing, Buffalo General Hospital School of Nursing, 1924.)

MARY WHITAKER, R.N., *Assistant in Psychiatric Nursing; Night Supervisor, Psychiatric Nursing Service*. (Diploma in Nursing, McLean Hospital School of Nursing, Waverly, Mass., 1933.)

LECTURERS

Faculty of All Clinical Departments *Clinical Lectures*
Cornell University Medical College

STAFF OF THE NEW YORK HOSPITAL

HENRY N. PRATT, M.D. *Director*

ADMINISTRATIVE AND SUPERVISORY NURSING STAFF

HELEN V. MILLER, R.N. *Day Administrative Assistant*
CORR KAY, B.S., R.N. *Night Administrative Assistant*
VANDA SUMMERS, R.N. *Evening Administrative Assistant*
DJU ING, M.S. *Relief Administrative Assistant*
ELIZABETH McKEOWN, R.N. *Assistant in Staff Education*
LOIS CANTRELL, B.Ed., R.N. *Supervisor, Private Patients Service*
LEFA ROSE, R.N. *Supervisor, Private Patients Service*
INEZ MULLINS, B.S., R.N. *Evening Supervisor, Private Patients Service*
RUTH NIELSEN, R.N. *Evening Supervisor, Private Patients Service*
MAUDE DAVID, R.N. *Night Supervisor, Private Patients Service*
URSULA MACDONALD, R.N. *Night Supervisor, Private Patients Service*
LUCY HICKEY, R.N. *Assistant Supervisor, General Operating Rooms*
CLARA COOKE, R.N. *Assistant Supervisor, Gynecologic Operating Rooms*
LYDIA H. HANSEN, R.N. *Supervisor of Auxiliary Staff*
DOROTHY KNAPP, R.N. *Supervisor of Auxiliary Staff*
ANNA LYON, M.A., R.N. *Supervisor of Auxiliary Staff*
JESSIE MACINTOSH, M.A., R.N. *Supervisor of Auxiliary Staff*
FRANCIS SHEEDY, R.N. *Assistant Supervisor of Auxiliary Staff*

HEAD NURSES

MEDICINE

Bailey, Jane	Hazeltine, Louise, B.A., B.S.	Myers, Margaret, B.S.
Blinn, Carolyn, B.S.	Ibsen, Doris	Spyrou, Anastasia, B.S.
Buehler, Meta, B.S.		

SURGERY

Bitting, Amy	Lubowska, Nina	Spalding, Elizabeth, M.N.
Cheroniak, Tillie	Miller, Jeanne	Tomasulo, Teresa
Cullington, Barbara	Pruchnik, Blanche	Young, Eleanor
Dieterle, Doris	Schaefer, Elizabeth	

OPERATING ROOM

Burnett, Dorothy	Gerrior, Mary	Ondovchik, Anna, B.S.
Bosco, Antoinette	Husted, Salome Yauniskis	Rau, Rozalia Sturz, B.A.
Collins, Margaret, B.S.	Johnson, Bethea	Shaw, Martha
Derr, Barbara	Kirby, Patricia	Sowa, Helen
Edmundson, Ida	McMichael, Adele	Sulette, Mary
Ellison, Dorothy, B.A.	Mitchinson, Barbara	Vella, Mary
Farmer, Rosemary		

OBSTETRICS AND GYNECOLOGY

Ammodt, Agnes	Hammond, Grace	Lovette, Virginia
Bott, Alma	Heard, Mary	Mathews, Thelma
Calder, Elizabeth, M.A.	Huebner, Margaret	Matus, Veronica
Colwell, Anna	Laird, Elizabeth, B.S.	Monahan, Gloria
Conner, Agnes	Leonardo, Yolanda	Young, Kathleen
Douyard, Dorothy		

OUT-PATIENT DEPARTMENT

Carman, Edna Stratton	Foley, Alice	Nussbaumer, Elsa
Clark, Evelyn	Lambert, Lucille	Sweeney, Claire, B.S.
Connolly, Kathleen, B.S.	Larrow, Joyce	Wagner, Carolyn
Curley, Irene	Liddle, Evelyn	Wilke, Virginia, M.S.
Evans, Alberta	Maroshek, Helene, B.S.	Veglia, Rosemary

PRIVATE PATIENTS

Canty, Mary, B.S.	Kozitsky, Mary	Reynolds, Mary
Clark, Mary	McKeown, Ann, B.S.	Smith, Anne
Gerchak, Helen	Morgan, Agnes	

PEDIATRICS

Bertagna, Elda	Gallo, Louise	Purcell, Fayette
Dunne, Marlene	Gray, Freda	Zemlock, Margaret, B.A.

PAYNE WHITNEY CLINIC (Psychiatry)

Bartels, Henrietta, M.S.	Janes, Carl	Pitt, Marguerite
Eisler, Vivian	Lundgren, Grace	Seiler, Elizabeth, B.S.
Goodman, Gertrude, M.S.	McKee, Beatrice	Tait, Marjorie, B.S.
Harrington, Jeanne, B.S.	Morrison, Esther	Ulatowski, Amelia

NUTRITION DEPARTMENT

LOUISE STEPHENSON, M.S., *Director*

SUSAN FORESMAN, B.S.	SUSAN PAIGE, B.S.
ANN HUREVITZ, M.A.	VIRGINIA PEARSON SNYDER, B.S.
CATHERINE KELLERMAN, B.S.	CAROL SULLIVAN, B.S.
DENISE CUTLER KIMBALL, B.S.	ANNE SCRUGGS WALKER, B.S.
MAVIS McLARAN, M.S.	MARGARET WYLIE, B.S.

PAYNE WHITNEY CLINIC

MILDRED SPARGO, O.T.R. *Director, Occupational Therapy Department*

SOCIAL SERVICE DEPARTMENTS

THEODATE H. SOULE, M.A. *Director, Main Hospital*
 VIRGINIA T. KINZEL, A.B. *Director, The Lying-In Hospital*

DIVISION OF CHILD DEVELOPMENT

IN THE DEPARTMENT OF PEDIATRICS

MRS. ELEANOR REICH BRUSSEL *Consultant, Nursery School*
 ELEANOR BLUMGART, B.A. *Director, Nursery School*
 MARY AGOSTA, B.S. *Teacher, Nursery School*
 MUHI YASUMURA, M.A., O.T.R. *Occupational Therapy*
 MRS. K. WICKMAN, M.S. *Psychiatric Social Worker*
 EVELYN FISHER, M.A. *Psychologist*

PUBLIC HEALTH NURSING SERVICES

MARIAN RANDALL, B.S., R.N. *Executive Director,*
 and staff *Visiting Nurse Service of New York*
 ELEANOR W. MOLE, B.S. *Executive Director,*
 and staff *Visiting Nurse Association of Brooklyn*
 MARY E. PARKER, M.S., R.N. *Director, Bureau of Public Health Nursing,*
 and staff *New York State Department of Health*

NURSERY SCHOOLS

MRS. ELEANOR REICH BRUSSEL *Director, Bank Street Nursery School*
 MRS. WILHEMINA KRABER *Director, Downtown Community Nursery School*
 MRS. DOROTHY CLEVERDON *Teacher-Education, Summer Play Schools*

Students in the School

Name	Year	Address	College
Aarons, Geraldine			
Steinberg	'54	Bronx, N. Y.	New York University
Anderson, Anne			
Denisevich	'55	Bridgeport, Conn.	Carleton College
Bailer, Joyce A.	'56	Warsaw, N. Y.	Cornell University
Barton, Priscilla W.	'55	West Roxbury, Mass.	Cornell University
Beeler, Paulene A.	'56	Fort Wayne, Ind.	Indiana University
Berkson, Gail	'56	Bayside, L. I., N. Y.	St. Lawrence University
Bernhardt, Ruth	'56	Yeadon, Pa.	Temple University
Bickford, Deborah A.	'56	Pelham, N. Y.	Bradford Jr. College
Birchenall, Joan	'56	Morrisville, Pa.	St. Mary's College
Bliss, Shirley	'55	Bloomfield, N. J.	Swarthmore College
Bloch, Steffi Goldsmith ...	'55	Forest Hills, L. I., N. Y.	Russell Sage College
Bloch, Ursula M.	'56	Larchmont, N. Y.	Cedar Crest College
Bolton, Barbara	'56	Arlington, Mass.	Simmons College
Bonsignore, Antoinette M. '55		Elmira, N. Y.	Elmira College
Bosco, Rosemarie A.	'54	Winsted, Conn.	St. Joseph College
Boylan, Evelyn	'55	Brooklyn, N. Y.	Packer Collegiate Inst.
Bradley, Sandra	'56	Hamden, Conn.	Simmons College
Breslin, Patricia P.	'54	Richfield Springs, N. Y.	Cornell University
Brown, Mary D.	'56	Port Chester, N. Y.	New York University
Brunner, Martha L.	'54	Plainfield, N. J.	Houghton College
Bruns, Marjorie R.	'56	St. Thomas, V. I.	Hope College
Bruns, Marlene D.	'56	St. Thomas, V. I.	Hope College
Buckland, Katharine S.	'55	Minneapolis, Minn.	Smith College
Buckley, Irene	'56	Bronx, N. Y.	Hunter College
Buttrick, Anne	'56	Concord, Mass.	Mt. Holyoke College
Cali, Cynthia A.	'54	Jackson Heights, N. Y.	St. Joseph's College
Campbell, Margaret M.	'54	Cortland, N. Y.	Cortland State Teachers College
Campion, Muriel	'56	Bristol, Pa.	Temple University
Carmody, Irene I.	'55	Westfield, N. J.	N. J. College for Women
Carruth, Marybelle	'56	Little Neck, L. I., N. Y.	Bates College
Cavero, Carmela N.	'55	Astoria, L. I., N. Y.	Mt. St. Vincent College
Cella, Joan M.	'54	Hoboken, N. J.	New York University
Cinquemani, Grace	'56	St. Albans, L. I., N. Y.	Queens College
Clegg, Frances M.	'55	Bellerose, L. I., N. Y.	Queens College
Cole, Marie J.	'54	Oberlin, Ohio	Oberlin College
Collett, Ann M.	'55	Buffalo, N. Y.	Hunter College
Condello, Justine R.	'55	Great Neck, L. I., N. Y.	Chestnut Hill College
Connell, Jane M.	'54	Jersey City, N. J.	Rosemont College
Cooke, Doris L.	'54	North Plainfield, N. J.	Houghton College
Cooley, Harriet	'56	Pleasantville, N. Y.	Simmons College
Cornell, Carol	'56	Endicott, N. Y.	West Virginia Wesleyan College
Corrigan, Mary L.	'54	Scituate, Mass.	Colby College
Corry, Judith Potter	'54	Providence, R. I.	Colby Jr. College
Dalby, Nancy J.	'55	Marlboro, N. Y.	Cornell University
Dannaker, Claire	'56	Broomall, Pa.	Gettysburg College

* Including those graduating in September, 1954, but not those entering at that time.

<i>Name</i>	<i>Year</i>	<i>Address</i>	<i>College</i>
Deardorff, Jane E.	'55	Gettysburg, Pa.	Gettysburg College
Dehan, Elaine	'56	Little Neck, L. I., N. Y.	College of New Rochelle
Dekker, Helen A.	'54	Bedford, Ohio	Denison University
Delle Donne, Marie T. ...	'55	Brooklyn, N. Y.	St. John's College
DeLucia, Louise	'56	New York, N. Y.	City College
Dewey, Barbara K.	'55	Albany, N. Y.	Cornell University
Douglas, Jane B.	'55	Pelham Manor, N. Y.	Colby College
Duane, Marilyn G.	'55	Asbury Park, N. J.	Ohio Wesleyan University
Duboy, Vera S.	'54	Atlantic Highlands, N. J.	Susquehanna University
Dudley, Priscilla A.	'56	Lyons, N. Y.	Cornell University
Dudley, Virginia	'56	Pelham, N. Y.	Cornell University
Durkin, Mary L.	'56	Montclair, N. J.	Chestnut Hill College
Eastwick, Marjorie E.	'54	North Arlington, N. J.	Oberlin College
Ennis, Margaret A.	'55	Plainfield, N. J.	N. J. College for Women
Erickson, Madeleine R. ...	'55	Dunellen, N. J.	Houghton College
Farrell, Margaret E.	'56	Dedham, Mass.	University of Mass.
Figueroa, Maria F.	'54	Floral Park, L. I., N. Y.	Brooklyn College
Finn, Patricia	'56	Hempstead, L. I., N. Y.	Hofstra College
Fitzgerald, Susan	'55	Salamanca, N. Y.	Elmira College
Ford, Mary B.	'55	North Waterford, Me.	St. Lawrence University
French, Muriel F.	'54	Bronxville, N. Y.	Penn. College for Women
Funk, Elizabeth A.	'55	Pennsburg, Pa.	Penn. State College
Gansel, Inge U.	'54	Binghamton, N. Y.	Cornell University
Gillette, Sally A.	'54	Fairfield, Conn.	Madison College
Gleck, Mary L.	'54	Jermyn, Pa.	Marywood College
Gruenewald, Barbara	'56	Brooklyn, N. Y.	Brooklyn College
Haight, Barbara	'56	Saratoga Springs, N. Y.	Cornell University
Hambleton, Joan L.	'54	Lancaster, Pa.	Dickenson College
Hamilton, Shirley M.	'56	Floral Park, L. I., N. Y.	Mary Washington College
Hanks, Joanne Osterheld ..	'54	Palmer, Mass.	Bates College
Happich, Elizabeth	'56	Maplewood, N. J.	Ohio University
Hartman, Maxine	'54	New York, N. Y.	Queens College
Hasto, Carol	'56	Forest Hills, L. I., N. Y.	College of New Rochelle
Heaney, Mary C.	'55	Springfield Gardens, L. I., N. Y.	St. John's University
Henderson, Grace B.	'54	East Orange, N. J.	Upsala College
Henry, Grace-Marie	'55	Chatham, N. J.	St. Elizabeth College
Heston, Carolyn M.	'54	Akron, Ohio	Centenary Jr. College
Hohloch, Faith J.	'56	Rockville Centre, L. I., N. Y.	University of Maine
Hood, Ann K.	'55	Medford, Mass.	University of Mass.
Horn, Norma	'56	Fort Lauderdale, Fla.	Cornell University
Horton, Johanna E.	'56	Clifford, Pa.	Penn. State College
Howard, Mary L.	'56	New Orleans, La.	Tulane University
Husbands, Irma L.	'55	Boston, Mass.	New York University
Hutt, Esther F.	'55	Watertown, N. Y.	Roberts Wesleyan College
Huxter, Marilyn R.	'55	Kenvil, N. J.	Bucknell University
Iley, Jan	'56	Dunedin, Fla.	Rollins College
Imschweiler, Patricia A. ..	'54	Tremont, Pa.	Bucknell University
Ives, Judith A.	'56	Woodbridge, Conn.	Albion College
Johnson, Paula J.	'56	Memphis, Tenn.	Vanderbilt University
Kane, Patricia M.	'55	New York, N. Y.	Marymount College
Kerstetter, Jean C.	'55	Philadelphia, Pa.	Gettysburg College
Ketterer, Doris	'55	Rye, N. Y.	Gettysburg College
King, Mary A.	'55	Greenwood, Mass.	N. J. College for Women
Knappe, Irene A.	'54	Flushing, L. I., N. Y.	Concordia Collegiate Inst.
Knowlton, Jane	'55	Greenville, Me.	University of Maine

<i>Name</i>	<i>Year</i>	<i>Address</i>	<i>College</i>
Kopp, Doris H.	'55	Leonía, N. J.	N. J. College for Women
Kourakos, Kathryn	'54	Bronx, N. Y.	New York University
Lagonegro, Catherine	'54	Elmira, N. Y.	Elmira College
Larson, Lydia J.	'54	Flushing, L. I., N. Y.	Mt. Holyoke College
Leidenberg, Norma J.	'56	New Rochelle, N. Y.	Gettysburg College
Lewis, Joan C.	'55	Brooklyn, N. Y.	New York University
Lewis, Phyllis M.	'54	Needham Heights, Mass.	Colby College
Leverage, Dorothy A.	'54	Easton, Md.	Washington College
Light, Frances	'56	Hummelstown, Pa.	Hershey Jr. College
Lord, Rae	'56	Binghamton, N. Y.	St. Lawrence University
Mager, Helen M.	'56	Linden, N. J.	N. J. College for Women
Manning, Marilyn	'56	Allentown, Pa.	Cedar Crest College
Mansell, Ellen	'55	Stoddard, N. H.	University of New Hampshire
Marshall, Mary L.	'55	Wellsville, N. Y.	Cornell University
Mayer, Barbara J.	'56	West Springfield, Mass.	University of Mass.
McConaughy, Lillian C.	'56	Staten Island, N. Y.	Wheaton College
McCormack, Eileen	'56	Maspeth, L. I., N. Y.	Good Counsel College
McEldowney, Margaret R.	'56	Lake George, N. Y.	Bennett Jr. College
McLellan, Lillias T.	'54	Pelham, N. Y.	Colby College
MacGregor, Jean	'54	Rochester, N. Y.	Cornell University
Maxson, Judith	'54	Hartsdale, N. Y.	Mt. Holyoke College
Meaden, Georgia E.	'56	Cleveland Heights, Ohio	Stephens College
Messmer, Barbara	'56	Ardmore, Pa.	Rosemont College
Meyer, Dorothy	'55	Bronxville, N. Y.	Concordia Collegiate Inst.
Millar, Mary L.	'54	Hamburg, N. Y.	St. Lawrence College
Mitchell, Elizabeth	'55	Wilmington, Del.	Cornell University
Mitchell, Geraldine F.	'55	Manhasset, L. I., N. Y.	Cornell University
Mohr, Sara A.	'54	Alburtis, Pa.	Ursinus College
Mullin, Colleen A.	'55	Binghamton, N. Y.	Harpur College
Murtha, Nancy J.	'56	Bronxville, N. Y.	College of New Rochelle
Nagengast, Rosina A.	'55	Amityville, L. I., N. Y.	Hofstra College
Nash, Carol H.	'55	Merion, Pa.	Duke University
Nash, Jean C.	'55	Norfolk, Va.	University of Kentucky
Noll, Carol M.	'55	East Lansing, Mich.	Michigan State College
North, Helen Allhusen	'55	Verona, N. J.	Elmira College
Oehrlein, Marianne	'56	New Rochelle, N. Y.	Cornell University
Olena, Ann V.	'54	Hershey, Pa.	Hershey Jr. College
Packer, Barbara J.	'55	Brooklyn, N. Y.	Cornell University
Palmer, Jean L.	'54	South Portland, Me.	University of Maine
Paradis, Frances Davison	'54	Johnsburg, N. Y.	Cornell University
Patterson, Anne K.	'56	Columbus, Ohio	University of Michigan
Peeling, Elizabeth L.	'55	Roselle, N. J.	Gettysburg College
Potter, Patricia A.	'55	Dover, N. H.	Colby College
Purinton, Jane	'55	Needham Heights, Mass.	Bates College
Ramage, Elaine	'56	Linden, N. J.	Keuka College
Rees, Marjorie A.	'55	Nanticoke, Pa.	Bucknell University
Reese, Josephine	'54	New Rochelle, N. Y.	Bradley University
Remington, Polly	'56	Gladwyne, Pa.	Cornell University
Ringen, Lucille A.	'55	West Orange, N. J.	Cornell University
Roberts, Jane Madden	'54	Ridgewood, N. J.	Centenary Jr. College
Roechner, Gwen	'56	Mount Vernon, N. Y.	St. Lawrence University
Rusk, Jane	'55	Marlboro, N. Y.	Cornell University
Sadenwater, Susan A.	'55	Hempstead, L. I., N. Y.	Hofstra College
Sarr, E. Roxanna	'54	East Greenbush, N. Y.	Cornell University
Sawyer, Marilyn C.	'54	Bedminster, N. J.	Drew University
Schaefer, Anna M.	'56	Oyster Bay, L. I., N. Y.	Concordia Collegiate Inst.

<i>Name</i>	<i>Year</i>	<i>Address</i>	<i>College</i>
Schaffner, Jeanne E.	'55	Hershey, Pa.	Hershey Jr. College
Schelle, Alma M.	'54	New York, N. Y.	Queens College
Schmid, Rose-Marie	'56	Ithaca, N. Y.	Cornell University
Schmidt, Joan A.	'55	Lewisburg, Pa.	Bucknell University
Schult, Julia M.	'55	Jersey City, N. J.	Upsala College
Seekamp, Lois J.	'55	Queens Village, N. Y.	Denison University
Shaw, Janet	'56	Wayne, Pa.	Bucknell University
Shields, Margaret	'56	Gloversville, N. Y.	Cornell University
Showacre, Mary A.	'55	Ithaca, N. Y.	Cornell University
Siegle, Margaret I.	'55	Cambria Heights, N. Y.	Queens College
Spalteholz, Clara M.	'56	Newark, N. Y.	Concordia Collegiate Inst.
Stanton, Beverly F.	'54	Waterloo, N. Y.	Cornell University
Stanton, Hannah K.	'54	Mount Carmel, Pa.	University of Pittsburgh
Stein, Joanne	'54	Manhasset, L. I., N. Y.	St. Lawrence University
Steiner, Joyce J.	'55	Menlo Park, N. J.	N. J. College for Women
Straumanis, Mara	'56	Rolla, Mo.	Cottey Jr. College
Strickland, Jeanne A.	'54	E. Greenwich, R. I.	Colby College
Stutts, Ann F.	'54	Rockville Centre, N. Y.	College of Wooster
Takaki, Joyce	'55	New York, N. Y.	Hunter College
Taranto, Mary R.	'54	Brooklyn, N. Y.	Brooklyn College
Taylor, Althea	'55	Waverly, N. Y.	Cornell University
Taylor, Edith	'56	Waverly, N. Y.	Cornell University
Terriberry, Joy	'55	New Canaan, Conn.	Colby Jr. College
Toshach, Susan	'55	Saginaw, Mich.	University of Michigan
Towne, Patricia M.	'54	Kalispell, Mont.	Reed College
Trefny, Jeanne C.	'54	Jamaica, N. Y.	St. John's University
Trever, Elizabeth S.	'55	Arlington, Va.	Cornell University
Triebe, Christine B.	'56	Kingsport, Tenn.	Cornell University
Tully, Joan A.	'54	Pelham, N. Y.	Rosemont College
Unkelbach, Joan	'56	Mattituck, L. I., N. Y.	Cornell University
Urquhart, Audrey L.	'56	East Walpole, Mass.	University of Mass.
Van Name, Janet R.	'54	Staten Island, N. Y.	Cornell University
Viola, Yvonne J.	'54	Bronx, N. Y.	Hunter College
von der Heyde, Alice D.	'54	Verona, N. J.	Hood College
von Geldern, Margaret	'56	Chatham, N. J.	Drew University
Walrath, Martha Mysz	'55	Morristown, N. J.	N. J. College for Women
White, Lois A.	'55	Drexel Hill, Pa.	Hood College
Whittle, Natalie J.	'55	Hershey, Pa.	Hershey Jr. College
Wiant, Betty J.	'54	Scotch Plains, N. J.	Susquehanna University
Winfield, Delia M.	'55	Englewood, N. J.	Bucknell University
Wood, Sally A.	'54	Princeton, N. J.	Cornell University
Worm, Ruth	'55	Scotia, N. Y.	Cornell University
Wosniok, Theodora	'56	Bergenfield, N. J.	N. J. College for Women
Wygant, Mary L.	'55	Marlboro, N. Y.	Peace College
Zettle, Shirlee A.	'56	Emmaus, Pa.	Cedar Crest College
Zvirblis, Violet	'55	Brooklyn, N. Y.	New York University

REQUEST FOR INFORMATION OR APPLICATION

It is desirable that prospective applicants enroll with the School as early as possible so that they may receive assistance in planning their programs in high school and college to gain the best possible background preparatory to entering the School of Nursing.

To receive information, fill out and return the following:

Miss Virginia M. Dunbar, Dean
Cornell University-New York Hospital School of Nursing
1320 York Avenue, New York 21, N. Y.

Please place my name on your mailing list so that I may receive information which will help me in planning my high school and college preparation for nursing school entrance.

Name Date.....

Address.....

.....

Date of Birth.....

High School: name and location.....

.....

Date diploma received or expected.....

College: name and location.....

.....

Date on which I expect to have completed at least two years of college

.....19....

Please send me an application blank

(See page 13 regarding *when* to request and check if desired.)

FORM OF BEQUEST

Gifts or bequests to the School of Nursing may be made either to the University or the Hospital with a request that they be used for the School of Nursing, as follows:

"I give the bequeath to Cornell University (or "I give and bequeath to The Society of the New York Hospital") the sum of \$.....for the Cornell University-New York Hospital School of Nursing."

If it is desired that a gift to the School of Nursing shall be made in whole or in part for any specific purpose in the program of the School such use may be specified.



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